

NEGROES, COURSES ON,
IN SCHOOLS, ETC.-1926

Negroes, Courses on, in Schools, etc., 1926
See Also: Research being Made.

For Group Discussion

I. "Thinking Black"

1. In what ways would a colored boy in your town be reminded every day or any day that he belongs to a race which most white people look down upon?
2. How do such incidents tend to react on a child's opinion of himself and on his achievements? Is the fullest development possible in an atmosphere of hostility or of patronizing friendliness? *World Journal*
3. If he goes to a white college, in what respects will he probably be excluded from "college life"? *April, 1926*
4. What are the practical alternatives facing a colored family which wants to move—and can afford to move—out of a congested city neighborhood? Is expansion of colored neighborhoods possible without encroachment on white neighborhoods?
5. Are Negroes right in thinking of themselves as more truly Americans than many white men?

II. Social Equality

1. Can Negroes have "equal opportunity" without "social equality"? Why or why not?
2. Even if the findings of intelligence tests, purporting to show that Negroes have a lower average intelligence than whites, were scientifically unassailable, would they nullify the arguments for unsegregated living and free social intercourse, according to tastes and abilities without regard to color?
3. Which race bears the chief responsibility for the mixture of the races hitherto?
4. Would racial mixture probably be increased or decreased if intermarriage were accepted as a normal phenomenon? What positive advantages and what disadvantages would result from such a change in popular opinion?

III. What White Folks Can Do

1. Is this a situation in which the individual white man or woman can help without waiting for his own social group to agree with him? How?
2. What are the special ways in which white people who become "interested" in the "race problem" are likely to offend the very group they wish to help?
3. Which would you consider more important personally to develop: a sincere desire to be fair to every Negro; personal friendship with congenial Negroes; the conscious analysis of one's attitudes in an effort to recognize what is unthinking and habitual, that is, prejudice; or an entirely unselfconscious attitude on color? (Can this last be achieved without at least one of the others?)
4. Which do Negroes need most today: help, or respect for their race, or respect and equal friendliness as human beings?

IV. Interracial Co-operation

1. Which interracial group will accomplish more toward fairer race relations: one which exists to discuss the race problem or one which exists for both races to deal jointly with some other community concern?
2. What matters in your community besides race relations concern both races?
3. Should Negroes be expected to continue to do the lowest paid work and fill a subordinate rôle?

4. Which will be better for the life of the U. S.: the development of a separate colored world of education, business and professions, or the breaking down of barriers and the admission of colored men and women to any post of responsibility in the (now) white world for which individual abilities fit them?

TO STUDY RACE INFLUENCES IN U. S.

A series of studies of race influences in American history is planned by the American Historical Association, which is raising an endowment of \$1,000,000, according to an announcement made recently by John S. Bassett, Professor of History in Smith College and a member of the Endowment Committee. Professor Bassett said that the association aimed to establish a number of small annual grants for these studies and to name them in honor of distinguished Americans.

Professor Bassett added that history writing usually did not pay and that the endowment was sought to encourage historical investigators and writers who usually receive little direct financial return from their work.

This view was supported by Professor Frederick L. Paxton of the University of Wisconsin.

"The few thousands of dollars that the American Historical Association asks," he said, "will bring encouragement and opportunity to hundreds of good men who are engaged in the great volunteer work of reducing the tangled record of the past."

FORM GROUP TO STUDY CONTACT OF RACES

American Inter-Racial Association To Combat Nordic Superiority

An organization for serious sociological and scientific study of race relations was recently formed by a number of persons of both races in Baltimore and Washington interested in combating propaganda of Nordic superiority.

The group comprises both Washingtonians and Baltimoreans. The former consists of members of the Student Progressive Club of Howard University, and students of George Washington University. Baltimoreans are The Scribblers, Mr. V. L. Calverton, editor of The Modern Quarterly and some of those associated with him.

At a meeting last Saturday in Washington at the home of the secretary, Mr. Dutton Ferguson, 1751 You Street, it was decided to name the organization the American Inter-racial Association.

The organization claims to differ from other inter-racial and cosmopolitan clubs in that its purpose is not social but instead a serious,

systematic, definite investigation of all facts concerning racial groups and their relations with each other. It plans to combat the widespread theory that the white race is inherently superior to all other races.

HISTORY BODY WILL MEET ON THURS.-FRIDAY

Sessions To Be Held At And Douglass High Schools

The Association for the Study of Negro Life and History will hold its annual sessions here on Thursday and Friday, October 21st and 22nd. Morning sessions will be held at Morgan College and afternoon and nights at Douglass Senior High School. The public will be welcome at each meeting. *10-16-26*

The program for the sessions announces as speakers, Dr. Carter Woodson, president of the association, and the author of innumerable valuable treatises on Negro history; John R. Hawkins, Financial Secretary of the A. M. E. Church; Dr. James E. Sheppard, head of the National Religious Training School, Durham, N. C.; Garnett Wilkinson, superintendent of the Washington Schools, and others.

A review of the activities of National Negro History Week as observed in Baltimore last year will be given by Gough McDaniels for the high schools, and H. Milton Gross for the elementary schools.

Committee of One Hundred Guests of Dr. James E. Shepard

One of the most inspiring gatherings ever held in the city was the one that gathered as the guests of Dr. James E. Shepard, chairman of the committee of one hundred to raise \$20,000 for the Association for the Study of Negro Life and History, at the Whitelaw Hotel dining rooms.

From the standpoint of intellectuality and substance a more representative gathering of our group could not be gotten together. Superintendents and supervisors of schools, heads of departments, teachers, lawyers, financiers and newspaper men and other prominent tendance.

Pledges of financial support and cash payments for life memberships were promptly made.

The speakers were all of one mind in paying deserved tribute to the work of Dr. Carter H. Woodson, director of the association and the editor of its publications.

That the amount of money to be raised to carry on the work of the association will be realized is evident from the spirit of cooperation that was so manifest at the dinner, which was presided over with marked dignity by the host, Dr. James E. Shepard.

Those who were called on for short addresses were: C. C. Spaulding, S. W. Rutherford, Perry W. Howard, W. Ashbie Hawkins, Mrs. Coralie Franklin Cook, Prof. Pearson, Miss Marian Shadd, J. Finley Wilson, Mr. Woods, supervisor of Baltimore public schools, Garnet C. Wilkinson, assistant superintendent Washington public schools; James N. Waring, principal Downingtown Industrial School; Prof. Geo. W. Cook, Howard University; Dr. Thomas I. Brown, Morgan College; J. A. Turner, principal of Miner Normal School; George A. Parker, Neval H. Thomas, President Bluford of A. and T. College, President James, Maryland Normal School, Mrs. Amanda Gray-Hilyer, Mrs. J. H. Johnson, A. W. Mitchell, A. Leroy Locke, H. R. Lantier, Robert J. Nelson.

The course dinner was served in the large, well lighted dining rooms of the

Whitelaw by Burke and Brown. The tables were beautifully decorated with candelabra and flowers. The service of bright silver, glistening cut glass and fine linen, the well prepared and courteously served menu added to the pleasure of the occasion.

The whole affair was one long to be remembered and the inspiration emanating from it cannot but be helpful to the association.